DOCUMENT RESUME

ED 224 245 EC 150 631

AUTHOR	Evans, Joyce; Bricker, Donna
TITLE	Differences in Physical and Sensory Development: ECI-2. Early Childhood Intervention Catalog Module.
INSTITUTION	Southwest Educational Development Lab., Austin, Tex.
SPONS AGENCY	Texas State Dept. of Health Resources, Austin.
PUB DATE	Aug 82
NOTE	49p.; For related documents, see EC 150 630-636.
PUB TYPE	Reference Materials - Bibliographies (131) -- Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Annotated Bibliographies; Body Image; Early Childhood Education; *Hearing Impairments; Infants; Inservice Education; *Intervention; Learning Activities; *Learning Modules; *Physical Disabilities; Physical Mobility; *Sensory Experience; *Visual Impairments; Young Children

ABSTRACT

The second of seven modules on early intervention for young (birth to age 3) handicapped children provides information on training teachers and other professionals working with children who have motor, hearing, or visual disabilities. An outline of two inservice training sessions, "Explore--There's Environment Everywhere!" and "Is This My Body?" includes objectives and preparation ideas for each lesson. Sessions cover the importance of sensory and body image experiences and of appropriate learning environments. Descriptions of 12 primary references on the topic include information on author, title, publisher, audience, format, date, and cost, along with suggestions for use in the training program. An annotated bibliography lists information on approximately 50 references related to children with motor, hearing, or visual problems. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED224245

1189

ECI - 2 DIFFERENCES IN PHYSICAL AND SENSORY DEVELOPMENT

Early Childhood Intervention Catalog Module

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Prepared for:

Texas Interagency Council on Early
Childhood Intervention
1100 West 49th Street
Austin, Texas 78756

Prepared by:
Special Projects Division
Southwest Educational Development Laboratory

Joyce Evans, Ph.D., Project Director
Donna Bricker, M.A., Senior Trainer

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

J. Kunetka

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC150631

Produced by the Southwest Educational Development Laboratory under contract with the Texas Department of Health. The opinions expressed in this report do not necessarily reflect the position or the policy of the Texas Department of Health and no official endorsement should be inferred.

August, 1982

ECI - 2 DIFFERENCES IN PHYSICAL AND SENSORY DEVELOPMENT

Purpose: This module is written for teachers, supervisors and other professionals who work with young handicapped children. It is designed to provide information and resources for understanding and working with children who have motor, hearing or visual disabilities.

Background 1

Outlines for Training Sessions 6

Descriptions of Primary Resources 12

Annotated Bibliography 25

References 39

DIFFERENCES IN PHYSICAL AND SENSORY DEVELOPMENT

BACKGROUND INFORMATION

The major focus of this module is to present intervention strategies that are commonly applied in working with children who have motor, hearing, or visual dysfunction.

Learning is brain work. The brain organizes, processes, remembers information. It turns experiences into language. It thinks. The brain also mediates body functions. Learning, language, and body functions occur in response to the environment. The brain, then, must receive information about the environment and it must respond to that environment. In order to do so the brain must have a means for collecting external information about events going on in its surroundings. The five classical senses (seeing, hearing, touching, tasting, and smelling) and movement are its primary receptors. The organs for each sense collect information and send it through the neural pathways. This sensory information converges, integrates, and is stored in the brain. This process is called sensory-motor integration. The sensory-motor mechanisms must be operational if learning is to occur without intervention. Unfortunately this is not the case for all infants. Some infants are born with obvious motor dysfunctions such as cerebral palsy, anatomical deformities, and muscular dystrophy. Others have "softer" sensory-motor dysfunctions. These children exhibit motoric behaviors that indicate an integration dysfunction. Other babies have lost total or partial use of their sight and hearing. Specific techniques are used with these children in order to teach them how to compensate for their dysfunction. Early intervention is critical to these babies. Early training can provide infants with structured experiences which support them in developing the human capacity to interpret the environment and respond to it.

MOTOR

"Action is the point of departure for intelligence". (Jean Ayres, p.5) Children must move their bodies and their hands in order to learn. They explore their environment through movement. Children who cannot move or children who can move but cannot organize the information they receive from their movements are going to have difficulty learning. Intervention is designed to develop motoric foundations - those motor processes that underlie all movement; and to develop specific motor skills that are built upon these basic motoric formulations and allow the child to compensate for a specific disability.

Movement is a complex and multi-facited ability. It is comprised of three primary modalities: proprioception, vestibular, and somesthetic. Kenisthetic and tactual receptivity are two major components of the somesthetic modality. These modalities and their components are the

focus of therapy for sensory-motor integration dysfunctions. This therapy includes motoric foundations and specific skills. The main purpose of sensory-motor therapy is to teach the child to organize movement and correctly interpret movement in the brain.

Most interventions for sensory-motor integration dysfunction includes the following general aspects:

1. Highly structure a movement activity and teach the child to control response to the activity.
2. Program the session so that the child continually interacts with motion.
3. Begin interventions with simple activities requiring simple motor responses and move to more complex activities which require a more complex response.

Generally, intervention is directed toward the tactile and vestibular modes. Tactile activities support the child in developing muscle contractions and relaxation patterns. Vestibular activities teach the child to work with gravity in order to develop symmetrical positions. Of course, a licensed therapist must design any intervention plan. But these basic strategies are usually included in a childs' plan. They help the child perform correct, adaptive motor sequences upon which other skills can be built.

Intervention for a specific motor disability includes the following aspects:

1. Special exercises
2. Specific activities to compensate for balance problems created by the disability.
3. Keys for developing position changes
4. Special handling methods

The activities and goals for each of these aspects is dependent on the nature of the dysfunction. Handling methods for a cerebral palsied child may be very different from those used with a child who has muscular dystrophy or a spinal cord injury.

VISION

The capacity to see effects movement. Babies move to things they see. They reach, climb, and explore. They move constantly using their vision to guide them in their explorations. The visually impaired infant doesn't move toward objects they can't see. They have no visual cues which capture their attention and direct their movements. These children can learn but only through a structured, planned, and individualized program. Most visually impaired infants have the intellectual ability to learn normally.

Even though visually impaired infants should have an individualized program there are basic techniques that are used with the visually handicapped youngster.

1. Observe the child's learning style and use the preferred mode of learning to teach the child.
2. Encourage independence
3. Use the multi-sensory approach to developing activities that teach concepts
4. Emphasize motor activities that enhance sensory-motor processing (see "Motor")
5. Include the child in family or group outings. Find tactile and auditory ways for the child to "observe" the event.
6. Use language to explain what cannot be experienced sensorially.

A trip to the petting zoo is an example of these techniques applied. While at the zoo encourage the tot to explore by holding his hand and touring him about the area. Lead the child into petting the animals. Take the child's hand and help the child do the petting. Talk about the experience. Describe to the child the things that are seeable and the actions that he's feeling.

Without structure and planning there can be significant gaps in the child's understanding of the world. Meanings of position words is an example. Visually impaired do not see the last button on the right. They must experience it tactily and kenesthetically. They do not see a toy under the table. Their ability to understand spatial relationships is not an intellectual problem but an "input" problem. The child must motorically or tactily learn these concepts.

Visually impaired children often lack experiences which aid in developing generalizations. While the toddler may know about the family pick-up truck he doesn't experience the variety of trucks that can be seen. The blind child must also learn about daily routines and socially acceptable behaviors. For instance they must learn to sleep when it's dark.

The visually impaired child goes through the same developmental stages as the seeing child, but they must have special activities at certain sensitive periods (see The Teachable Moment, Beth Langley). With early intervention the visually impaired infant can develop normal intellectual functioning.

HEARING

The hearing impaired child is a child with a language problem. These children have the intellectual capacity to develop language but they do not hear language and therefore have difficulty in developing the sounds of language. Other children, by 2 or 3 have learned that sounds symbolize meanings, and that they can use these sounds to communicate their thoughts.

The hearing impaired child cannot rely on sound to send messages. Goals of intervention with infants and preschoolers who have hearing dysfunctions must find ways for the child to communicate and learn about the world.

Many activities which are suitable for any young child are also suitable for the hearing impaired child. However, these activities must be structured in such a way that the hearing impaired child can receive maximum benefit from them. Several techniques should be used:

1. During any activity with a deaf child the teacher or parent should talk. Attach words to events just as an adult would do during any experience with hearing children.
2. Use a multi-sensory approach. Make sure that as many senses as possible are involved in experiencing an activity.
3. Create activities that develop listening skills. Such skills are:
    a. Awareness of sound
    b. Discrimination of sound
    c. Association of sounds to events and objects.
4. Observe for the child's strongest learning mode. Use that mode in teaching that child.
5. Make sure the child can see the speaker full face whenever talking is going on.

These general strategies should be incorporated into an individualized program for the hearing impaired child. The individualized program will reflect the communication approach that the parents and interventionist have decided upon. Two approaches are common, the oral method in which the non-hearing child learns to speak and total communication in which the child learns oral language and sign language simultaneously. The approach to take with a child is a decision for the parents and interventionist. Whichever approach is used the non-hearing child can learn language and can communicate if intervention is structured, organized to individual need, and multi-sensory.

HEALTH

Health impairments are many and varied. These impairments, particularly chronic health problems, interfere with learning. Children with chronic problems such as asthma, cancer, cystic fibrosis, diabetes, heart disease, or epilepsy need special attention.

Nutrition and exercise are two major program considerations in designing an intervention plan for a child with a health problem. Special diets are prescribed by the physician. Physical or occupational therapists are often enlisted to recommend and demonstrate an exercise regime.

Other instructional considerations are:

1. Treat the health impaired child as much like any other child as possible.
2. Be prepared to face the emotional impact a health problem has on a child (and on you).
3. Encourage the child with health problems to be independent.
4. Plan activities so that the child's need for rest is met.

The child with health impairment can live a very normal life and learn as other children do. They play, laugh, cry, express anger, and need a program that reflects their very individual requirements.

OUTLINES FOR TRAINING SESSIONS

In this section, you will find outlines for training sessions. These outlines are brief and you should adapt or expand the ideas and activities to meet the needs of the group with whom you work. Be sure to read thoroughly the background information listed under the Preparation section for each session.

The amount of time needed for these sessions will depend on your group. Participants with in-depth prior knowledge regarding Physical and Sensory Development may need only a few hours per topic.

Outlines are included for the following:

"Explore - There's Environment Everywhere!"

"Is This My Body?"

NOTE: These sessions include activities that must be adapted to the specific type of handicap that you want your training to address.

DIFFERENCES IN PHYSICAL AND SENSORY DEVELOPMENT

Session Outline

"Explore - There's Environment Everywhere!"

A baby's world is a sensual world. Babies respond to and depend on the senses. They see, hear, touch, taste, and smell. Their response to these sensations is movement. They crawl, chase, climb, mouth, bang, run, and explore. All the while they learn from their environment. They learn what things are, how things work, and where things belong. Everything in the baby's world has learning potential - but only if baby can connect with it through the senses and through movement. This session is about environments and connections. It is designed to teach interventionists how to create, manage, and maintain appropriate learning environments for the youngest children and how to encourage children to connect with the environment through sensory exploration. Children with motor, visual, hearing, or health impairments may have difficulty connecting with their surroundings. These children need assistance in learning how to explore the environment.

Objectives: To suggest activities and equipment for sensory rich environments

To demonstrate techniques for connecting children with their environments

To provide sensory - motor experiences for the trainees

Preparation: Collect all kinds of materials that can be used with babies for sensory experiences. For example: wall mirror, hand mirror, soap bubbles, rocking horse, balloons, musical toys, Christmas tree lights, beanbags and other items that the trainer invents or finds.

Prepare a "crawlie" house. Take 3' square pieces of cardboard and lace them together. Cut holes for crawl through windows and doors. Decorate with fabric. Make a texture path. Fill tubs with different textures such as popcorn, beans, rice, birdseed. Collect various mats suitable for walking and crawling on. Astroturf, lounge chair pads, foam air mattresses are examples. Purchase various extracts that have highly different scents. Make or buy different mobiles. Put together a texture collection - items of various tactile quality that can be used in a texture rub.

Read -"Sensori-motor Integration Activities for Birth Through Five", by Diane Bicanich

Read - Sensory Integration and Learning Disorders, by Jean Ayres, Chapters 2, 5, 17

Outline:

The first set of activities is an exploration of the senses. At the same time participants will be looking at activities that can be used in the center or in the home. These activities are designed to "capture" youngsters so that involvement is spontaneous and explorative.

Explain to the participants that the environment should invite the child. It should pull the child into play and provoke exploration. Explain that children learn through their senses; therefore, an environment that appeals to youngsters should entice their senses.

(This activity will be presented in 5 segments. Each segment or a combination of segments can be presented in a session.)

1. Tactile Environment and experiences - Divide the participants into groups. Prepare in advance tactile stations. Each group is assigned to a station. At intervals the groups rotate from station to station. Station suggestions are: Texture tub path, feelie baskets full of various textures (with instruction to rub each other all over with the textures). Prepare a texture wrap station. Large sheets of packing bubble material are fun. Trainees wrap up in these and roll. Prepare tactile manipulatives. Place them in one station. Trainees should work through all the manipulatives blindfolded. Process the experiences. Once everyone has visited each station pull the group back together and discuss the experiences. Touch on these points:

a. How would you introduce a child to this material? Age of the child will make a difference.
b. Are there any precautions or limitations that should be placed on the activity?
c. Talk about the trainees sensory reaction to the experiences. What were their favorites? Why?

d. What are their suggestions for incorporating the materials into the home or center? Where should the activity be placed? How accessible should it be to the children?

2. Movement environments and experiences - Again prepare stations for the trainees to move through. One station should have crawlie house (have participants sit inside the house since they probably can't crawl through the openings). Build an obstacle course using many different textured surfaces for the second station. These surfaces should also require different postural adjustments. For example foam feels and requires different postural adjustments than an air mattress. Build different types of swing arrangements. Use hammocks - hung in teardrop shape or banana fashion, bassinet - suspended from nylon cord, inner tube - suspended from ceiling. Participants will not be able to test the swings so provide a large doll with which participants can experiment on different ways to place the child in the swings.

Again process the movement activities similar to the tactile experiences.

3. Olfactory, auditory, and visual - Develop three stations. Each station containing activities for each of the three senses. In the olfactory station place canisters with cotton doused in different extracts. Have vaporizer in which different scents have been placed in the medicine cup. Have trainees smell them, then repeat blindfolded, then repeat with ear plugs. Tell them to compare the differences in the experience.

In the auditory station place all kind of squeak toys, music boxes, noise makers, canisters filled with different substances, an assortment of bells, and different types of crunchable paper. Tell trainees to explore all the materials. Try them again blind folded and with ear plugs.

In the visual station place different mobiles, a mirror to lie under, window decorations made from cellophane, a flickering light bulb, Christmas tree lights. Place the station near a window. Have the trainees create different visual patterns by rearranging the materials and the lights.

Process the experiences as was described in the first activity.

4. Talk about room arrangement ideas for the center and home. Consider traffic patterns, lighting, floor surfaces, noise level. Have trainees work in pairs to come up with different sensory activities that they experienced or are inspired to create to put into different rooms of a house. Have participants discuss ways of involving parents in designing exciting environments for their young ones.

5. Invite several babies and their mothers. Use the sensory materials to involve the babies in play and exploration. Talk about the circumstances that are important for teaching children to use the environment. Talk about discovery, repetition, and encouragement. Discuss the changes necessary in order to prompt children with handicaps into connecting with the environment. Discuss the importance of language and the opportunities for guiding children through environmental experiences with language. Include techniques to make teaching and learning more successful. Talk about praising children, sensing the right time for activities, eliminating distractions, and enjoying the opportunity to spend time together.

DIFFERENCES IN PHYSICAL AND SENSORY DEVELOPMENT

Session Outline

"Is This My Body?"

Children who are experiencing sensory motor dysfunction or those who are visually, auditorially or motorically impaired have a difficult time knowing about their body parts. These children need body awareness activities that help them perceive their body image. This session is planned to provide tips for building a session on body awareness for the infant and preschooler. Many of the activities in other sessions of the other modules are useful for body awareness activities. A review of the sessions in the other modules might increase the supply of activity options open to you in planning your session.

Objectives: To provide trainees with an assortment of useful body awareness activities.

To provide a logical structure for organizing body activities.

Preparation: Read - It Takes All Parts

Collect materials that are needed for each of the activities. Plan to have children invited. Eighteen months old or older will work best in these activities. Learn any songs or fingerplays that you might want to use with the children. Prepare for some adult sized body awareness.

Outline:

1. Provide adults with experiences that simulate the sensations of body awareness activities that they might be using with the children. On adult sized butcher paper have trainees pair off and draw each other. Each should color in their facial features and dress themselves using fabric scraps which should be made available to them by the trainers. Use theatrical makeup. Have adults pair off and make up each others' faces. Tell them to accentuate the facial parts that they would like to teach to a group of young children. (Be sure to provide plenty of cold cream).

Process the experience. Talk to participants about the physical feelings they had during the activities. Talk about the need to structure activities so that children concentrate on their bodies and on the different parts of their bodies.

The following activities can be demonstrated with an adult or with small groups of children.

2. Select a part of the body. Think of all the different activities that can be done to draw attention to that body part. These should be sensory activities. Find ways to focus visual, tactile, auditory, kinesthetic and even olfactory attention to the specific body part. Here are examples of how this can be done:

a. The arm - Use a vibrator on the arm and talk about the arm. Make up a song about arms. Everytime the word "arm" is mentioned in the song children should shake them. Paint arms with watercolors. Have the children paint the arms of a doll with watercolors. Wash the water colors off the arm using a soap that lathers well. Make "arm mittens" for children to wear.

b. The Head - Make head bands with bells on them. Whenever children shake their heads they cause the bells to ring. Play peek-a-boo with a pillow case. Bring in a variety of hats and have children try them on and look in a mirror. Have children imitate all the different motions that you make with your head.

3. Develop activities for body-space relationships. Trainees can brainstorm. Or you can present the following activities:

a. Bring in a large piece of equipment such as a barrel, wagon, table, or balance beam. Position a child in various relationships to the item. For instance put the child in the wagon, beside the wagon, behind the wagon, and in front of it. Talk about where the child is in relationship to the wagon. If possible take pictures of the different positions and use them for language stimulation.

After the demonstration have participants think of other activities that teach body-space concepts.

ECI - 2 DIFFERENCES IN PHYSICAL AND SENSORY DEVELOPMENT

Descriptions of Primary Resources

Establishing a professional library is an important task for any staff person who is responsible for training. However, it can be an expensive venture. The selections described in this section were chosen for their versatility. They provide background reading for training sessions and inspire training ideas. They are also valuable references for instructional planning. Most of the sources can be shared with parents or form a self-guided reading program for interventionists.

Title: Handling the Young Cerebral Palsied Child at Home

Author: Nancy Tinnie

Publisher: E.P. Dutton & Co.
2 Park Avenue
New York, New York 10016

Topic: Physical Handicap

Audience: Parents
Non-professional

Format: Softcover Book

Date: 1975

Cost: $4.98

Purpose: To explain and suggest practical handling skills for parents and teachers of young cerebral palsied children.

Description: An excellent book designed for parents of children with cerebral palsy. The book emphasizes the role of the parents as the most important members of the team caring for the handicapped child. While the book is written for parents, it would be an excellent resource for all individuals involved in the care of cerebral palsied children.

The book focuses on handling children from birth to five years. It provides numerous examples of techniques and sketches of various special materials designed for the cerebral palsied child.

This book would be very helpful to teachers in working with parents of handicapped children. It provides excellent suggestions, which could be passed on to parents, as well as bibliographies, resource lists for agencies, and equipment and accessories.

Suggestions for Use: Use a large cloth doll and wedge to simulate the handling techniques for feeding, bathing, dressing and teaching a young cerebral palsied child.

Title: It Takes All Parts

Author: The Capper Early Education Team

Publisher: The Capper Foundation
3500 West Tenth Street
Topeka, Kansas 66604

Topic: Body awareness

Audience: Non-professional

Format: Soft back Manual

Date: 1978

Cost: $3.95 (1979)

Purpose: To provide interventionists with activities for stimulating body awareness in young handicapped children.

Description: This guide is designed to give a daily plan for body awareness activities. It takes each body part and suggests activities and games that the teacher can use in order to stimulate awareness of that part. The manual also includes snack suggestions, art activities, motor activities, and songs and fingerplays. These are incorporated into the suggested daily lesson plan.

Suggestions for Use: All of these activities are adaptable to demonstrations in a training session.

Title: Next Steps Together

Author: Produced by Robert J. Currie and Project FEATT at Purdue University

Publisher: Available to Region 13 at the Education Service Center or may be able to borrow from your local Education Service Center

Topic: Training - Video Tapes for Parents of Handicapped Infants

Audience: Parents, teachers

Format: Videotape

Purpose: Developed as a home-based Parent Implemented Early Childhood Education program.

Description: There are 57 videotaped programs in the areas of Gross motor, Fine motor, Language, Self-help, Social and sensory stimulation. Covering critical developmental steps from 0 - 2½ years. Each program provides a precise description of the task for both adults and young learners, an assessment of the child's readiness to learn the task, a task analysis, and one or more techniques for teaching the task.

Suggestions for Use: Center-based training programs, pre-service training programs, public T.V. stations, parenting classes, or private medical clinics can utilize these tapes.

Title: Our Blind Children

Author: Berthold Lowenfeld

Publisher: Charles C. Thomas Pub.
301-327 East Lawrence Ave.
Springfield, Ill. 62717

Topic: Visually Impaired

Audience: Parents

Format: Hardback book

Date: 1977

Cost: $13.50

Purpose: To provide parents and teachers with guidance that will enable them to better assist their children in learning.

Description: This book is direct and useful in working with sightless children of all ages. There is a special chapter that looks at working with the blind infant. There is also a chapter devoted to working with the multiple-handicapped blind child. This book deals with the practical concerns of working with children. Such things such as skills, toilet training, sleeping habits, and dressing are discussed with easy to follow directions. The book also presents information on nurturing healthy emotional growth.

Suggestions for Use: This book is primarily a resource for trainers. It provides excellent background information for trainers who are not knowledgeable in working with the visually impaired child. It also provides suggestions for handling the routine aspects of care for the visually impaired child.

Title: Program Guide for Infants and Toddlers with Neuromotor and other Developmental Disabilities

Author: P. Conner Frances, G. Gordon Williamson and John M. Siepp (eds.)

Publisher: Teachers College Press
Columbia University
1234 Amsterdam Avenue
New York, New York 10027

Topic: Physical Handicap

Audience: Non-professional

Format: Softcover book

Date: 1978

Cost: $12.95

Purpose: To provide guidance in working with cerebral palsied infants.

Description: This is an interesting and informative book covering the United Cerebral Palsy Association's individualized program planning and implementation for handicapped children. It begins by giving considerations in assessment, nutrition and health for programs for atypical children. In one of the most useful sections of the book, normal and atypical infant/toddler development is disucssed in the areas of movement, pre-speech, language, cognition, and social-emotional development. Basic intervention procedures are given in each area. Although the discussion on atypical infant development is aimed at infants with cerebral palsy, a great deal of it also applies to infants and toddlers with other developmental problems, and accompanying language, cognition and social-emotional problems.

The last part of the book presents examples of individually planned programs for selected cases and gives different methods for delivery of services.

The appendix gives pictorial examples of adaptive equipment for physically impaired infants and toddlers, detailing instructions for making each.

The book is aimed at "knowledgeable professional and paraprofessional personnel..." and is intended for use as a guide, not as a definitive curriculum.

Suggestions for Use: Read narrative selections for background information prior to training. Use the suggested intervention activities as examples of activity design for cerebral palsy infants and tots.

The nutrition section is a good background in supporting a workshop on meal planning of cerebral palsy youngsters.

Title: A Resource Guide for Parents and Educators of Blind Children

Author: Doris M. Willoughby

Publisher: Natl. Federation of the Blind.
1800 Johnson Street
Baltimore, Md. 21230

Topic: Visually Impaired,blind

Audience: Parents, Non-professionals

Format: Softback book

Date: 1979

Cost: $4.95

Purpose: To provide information to parents and teachers that will help understand and instruct blind or partially sighted children.

Description: "The parents and educators of blind children face many questions and problems. This book sets forth both a general philosophy and a large number of practical suggestions applicable from infancy through high school. All who are concerned about blind children - teachers, counselors, friends, and relatives, as well as the immediate family - will be interested in reading this book."

Suggestions for Use: Each section for the book contains excellent activity suggestions for working with the blind child. These suggestions should be used in developing demonstration activities for a session with parents or teachers.

The book is also an excellent resource for teachers and parents to use as a guide in examining issues regarding the education of the blind child.

Title: Sensori-motor Activity Guide For Preschoolers from Birth to Age 5.

Topic: Sensory-motor integration

Audience: Non-professional

Author: Diane Devereaux Bicanich
Carole Wick Manke

Format: Soft back manual

Date: 1978

Publisher: Diane Bicanich
c/o 1340 Seminole Ave.
West St. Paul, MN. 55118

Cost: $7.95

Purpose: To provide an array of activities suitable for 0-5 that reflect sound occupational therapy techniques.

Description: The manual provides ample activities from which to select and compose a developmental program for a child in need of sensori-motor integration work. The book lists activities by curricula area such as gross or fine motor and by equipment. For example the scooter board is presented with many activities sequentially presented for the interventionists convenience. Other equipment that is developed in the manual are: mat activities, floor activities, ramp activities, parachute activities, hammock and trampoline skills. A section on parent involvement is also included.

Suggestions for Use: As an activity resource use the manual as a resource for developing example activities for training. Construct as many of the materials as possible. Use the materials in the demonstration. Be sure to demonstrate the materials and the activities through visual observation of the child and supportive participation of the teacher.

Title: Sensory Integration and Learning Disorders

Topic: Sensory-motor integration

Author: Jean Ayres, Ph.D.

Audience: Professional

Publisher: Western Psychological Services
12031 Wilshire Boulevard
Los Angeles, California 90025

Format: Hardback Text Book

Date: 1973

Cost: $15.00 (1980)

Purpose: To provide a theoretical background for sensory integration intervention and provide a rationale for the connection between sensory integration and learning disabilities.

Description: This book is a classic in the field of sensory motor integration dysfunction. Ayres describes the different sensory-motor systems, their interrelationship, and therapeutic techniques for intervention. There is also a thorough presentation of the anatomy of the central nervous system. Motor dysfunctions are a focus of several chapters. In these sections Ayers explains the principles behind intervention and describes from the neuromotor viewpoint the disorders that can occur. Language is the topic of one chapter.

Suggestions for Use: Use the text primarily as background for describing the sensory motor functions. There are excellent chapters on the vestibular, tactile, proprioception, olfactory, visual, and auditory systems.

Title: Suggested Outline for Auditory Perception

Topic: Auditory perception

Audience: Educators

Author: Clare A. Kelly

Format: Softback cover

Publisher: Department of Education
Division of Public Schools
Bureau of Education for Exceptional Students
Florida Education Agency
Tallahassee, Florida

Date: 1971

Cost: $11.95 (Approx.)

Purpose: To provide a sequential array of activities for teachers who are working with children with auditory perception irregularieties. It also structures a screening session for children in preschool, K, 1st and 2nd grades.

Description: The guide is designed primarily for children who have mild auditory perceptual problems. The focus of the activities is in sequential development replicating that of children who do not have auditory problems. The activities are divided into six categories: attending to sound, localizing sound, identification and descrimination of non-speech sounds, auditory memory, sound as a response. . The activities are simple and clearly outlined. They are highly structured activities relying upon the teacher to plan precisely for the sessions. The activities are geared for older preschoolers and children in early elementary.

Suggestions for Use: The activities are a good resource for a trainer preparing training on auditory perception. However, other sources should also be included. It could also serve as supplementary activity resource to a curriculum.

Title: The Teachable Moment and the Handicapped Infant

Topic: Infant Intervention

Audience: Professional

Author: M. Beth Langley

Format: Softback manual

Publisher: The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Date: 1980

Cost: $10.00 (Approx.)

Purpose: To provide a rationale for focusing on the generalization of concepts as a goal for infant intervention rather than task accomplishment.

Description: A solid integration of Piagetian stages and the Uzgiris and Hunt seven cognitive domains. Langley discusses the importance of understanding and being responsive to the sensitive periods which infants demonstrate. These periods are characterized by a high receptivity to learning developmentally appropriate tasks. Each of the Uzgiris and Hunt domains is traced through the Piagetian stages by explaining the impact specific handicaps will have on learning a particular concept.

Suggestions for Use: Use this paper to structure your training content. The material provides excellent background for developing infant toys and activities suitable for different ages and appropriate to specific handicapping conditions.

Title: They Grow in Silence

Author: Eugene D. Mindel
McCay Vernon

Publisher: National Assn. of the Deaf
814 Thayer Avenue
Silver Spring, Maryland 20910

Topic: Hearing Impairment

Audience:

Format: Softcover Book

Date: 1971

Cost: $4.95

Purpose: To provide hearing parents with a realistic view of language development and functioning of their deaf children.

Description: A thorough overview of the issues related to educating a deaf child. The authors present both oralism and total communication and the pro's and con's of each. They look at different areas of development that are effected by deafness. There is also a section on causes and impact of deafness. This book follows the deaf child from birth into adult years. While the years since this volume was published has realized changes in the status of handicapped people in our society, the view of adult years presented here does address basic questions parents might have about their child's future.

Suggestions for Use: Good background reading for trainers. Emphasis is not on activities but on clarifying major concerns in working with the deaf.

Title: When You Care for Handicapped Children

Author: Special Projects Division
Southwest Educational Development Lab.
Joyce Evans, Director

Publisher: Texas Department of Human Resources
Austin, Texas 1979

Topic: Handicapped Children

Audience: Non-Professional

Format: Notebook

Date: 1979

Cost: $15.00

Purpose: To provide an overview of handicapping conditions and appropriate instructional considerations.

Description: This guide is divided into sections - each section pertains to a handicapping condition. In addition there are special chapters on infants, environment, screening, planning, referral, and assessment. The guide is a handy and quick reference for any teacher working in a mainstreamed setting or participating in an intervention program that serves children with any ot the different handicapping conditions.

Suggestions for Use: Each section contains instructional activities and considerations that are important to successful intervention with a youngster. Use the guide as a resource and for materials development suggestions.

It is also possible to develop a guided reading program with teachers. Discussion should follow each assignment.

DIFFERENCES IN PHYSICAL AND SENSORY DEVELOPMENT

Annotated Bibliographies

Once an initial professional library is established, continue building in the areas of greatest need or interest. This section provides suggestions for library expansion in the area of physical and sensory development.

Title: AIDS FOR TEACHING BASIC CONCEPTS OF SENSORY DEVELOPMENT

Topic: Visually Impaired

Audience: Non-professional

Author: Natalie Barraga, Barbara Dorward, and Peggy Ford

Date:

Publisher: American Printing House for the Blind
1839 Frankfort Ave.
Louisville, Kentucky 40206

Cost $3.65

A manual describing over 75 teaching materials for use with the visually impaired. A photograph of each material is included, as well as illustrated instructions for construction. Also included for each of the materials are: a description of the material, purpose, behavioral objective, procedures for use. This would be a very valuable resource for teachers of the visually impaired; as well as those who supervise or provide training for personnel working with the visually impaired.

Title: A RESOURCE GUIDE FOR PARENTS AND EDUCATORS OF BLIND CHILDREN

Topic: Visual Impairment

Date: 1979

Author: Doris M. Willoughby

Cost: $4.95 (1979)

Publisher: National Center for the Blind
1800 Johnson Street
Baltimore, Maryland 21230

Written by a teacher of blind children and the wife of a blind engineer, this book provides very practical information in a sensitive manner. Written primarily for parents, teachers can also benefit.

Title: A SIGH OF RELIEF

Topic: Health & Safety

Author: Martin I. Green

Date: 1977

Publisher: Bantam Books, Inc.
666 Fifth Ave.
New York, NY 10019

Cost: $6.95 (1979)

Easy and quick access to emergency information is part of the outstanding format of this book. Illustrations are used to show first aid techniques at a glance. Every parent should own a copy!

Title: BLIND - PAMPHLETS

Topic: Visual Impairment

Publisher: American Printing House for the Blind
1839 Frankfort Avenue
P.O. Box 6085
Louisville, KY 40206

Cost: Free

This organization offers many pamphlets for the blind child on toys and activities, such as size and shape discrimination and textured pegs.

Title: CEREBRAL PALSY: DR. MEYER PERLSTEIN ANSWERS QUESTIONS PARENTS ASK

Topic: Cerebral Palsy

Audience: Parents

Publisher: National Easter Seal Society for Crippled Children and Adults, Inc.
2023 West Ogden Avenue
Chicago, Ill. 60612

Date: 1961

Cost: $.25 (1961)

A wide range of subjects of interest to parents. Subjects include normalcy, heredity, life expectancy, drugs, surgery, other children, schooling, and the future.

Title: CEREBRAL PALSY - MORE HOPE THAN EVER

Topic: Cerebral Palsy

Author: Jacqueline Seaver

Audience: Parents, Teachers

Publisher: The Public Affairs Committee, Inc.
381 Park Avenue, South
New York, NY 10016

Date: 1977

Cost: $.50 (1977)

For parents, teachers and caregivers. Discusses the development from birth to adulthood, including employment potential, of persons with cerebral palsy.

Title: CHATS WITH JOHNNY'S PARENTS

Topic: Hearing Impairment

Author: Audrey Simmons-Martin

Audience: Parents

Publisher: Alexander Graham Bell Association for the Deaf
3417 Volta Place, N.W.
Washington, D. C. 20007

Date: 1975

Cost: $4.50 (1982)

Written for parents of hearing impaired children, information and ideas for working with the child are provided. Also discusses parts of the ear, causes of hearing loss and hearing aids.

Title: CHILDREN ON MEDICATION
A PRIMER FOR SCHOOL PERSONNEL

Topic: Handicaps - General

Date: 1979

Author: Kenneth D. Gadow

Cost: $7.75 (1979)

Publisher: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

The use of medication is described with regard to specific childhood disorders, such as hyperactivity, convulsive disorders, mental retardation, school phobia, cerebral palsy, and childhood psychosis.

Title: DEAFNESS IN INFANCY AND EARLY CHILDHOOD

Topic: Hearing Impaired

Cost: $12.95

Author: Peter J. Fine (ed.)

Publisher: Williams and Wilkins
P.O.Box 1496
Baltimore, MD 21203

The book contains a series of edited articles covering various issues related to deafness in infancy and early childhood. The book contains an introductory overview regarding what the problems of deafness are and possible solutions, an introductory overview regarding the influence of parental attitudes, school environment, and educational patterns used for deaf children. The remainder of the book is divided into the following five sections: Part 1, Perspectives from a Medical Viewpoint; Part 2, Psychological Aspect of Deafness; Part 3, the Education of Deaf Children; Part 4, Sign Language, its variations and its Relations to English; and Part 5, Hearing Children of Deaf Parents. The book gives some very practical information regarding the problems encountered by deaf children. This book will be a very useful resource for referral procedures appropriate for deaf children. Definitions of hearing loss, deafness, and intervention strategies are explained. Methods and techniques used to teach deaf children are provided. While some of the sections of the book are technical, overall the book would be a very useful tool to have as a resource book in centers that serve severely hearing impaired or deaf children.

Title: FAY'S FIRST 50 and
FAY'S SECOND 50

Topic: Materials/Activities

Audience: Parents/Teachers

Author: Fay Anderson

Date: 1974,1975

Publisher: F.A.C.T.
607 Island View Drive
Brunswich, Georgia 31520

Cost: $5.00 per book (1977)

Each book contains an excellent collection of activities and materials designed for use by teachers and parents. Some ideas, particularly the physical activities are for groups of children. However, many items can be used by parents and others in the home.

Title: FEED ME! I'M YOURS

Topic: Child Development

Author: Vicki Lansky

Audience: Parents

Publisher: Meadowbrook Press
Department MM5
Wayzata, MN 55391

Date: 1974

Cost: $3.95 (1975)

An informative and entertaining guide to nutrition and child feeding. The author has examined labels on packaged foods and used them to advise parents on quality foods and those which should be avoided. Includes recipes and tips for home-made baby foods.

Title: GET A WIGGLE ON AND MOVE IT

Topic: Visual Impairment

Author: Sherry Raynor

Date: 1975 and 1978

Publisher: Ingham Intermediate School Dist.
2630 West Howell Road
Mason, MI 48854

Cost: $5.00 (1979)

Written from the viewpoint of a visually impaired infant, these booklets describe specific things parents can do to help their infant (Get a Wiggle On) and toddler (Move It) learn.

Title: GOLDILOCKS AND THE THREE BEARS and ALL BY MYSELF and other books in signed English

Topic: Hearing Impairment

Date: Varies

Author: Preschool Signed English Project staff

Cost: Varies from $1.75 to $5.00 (1979)

Publisher: Gallaudet College Bookstore
Gallaudet College
Washington, D. C. 20002

A variety of books for preschoolers are available in signed English. In addition to good illustrations and written narrative each story has illustrations of related signs. Parents of preschoolers who are learning to sign should have several of these.

Title: GUIDE FOR PARENTS OF PRE-SCHOOL VISUALLY HANDICAPPED CHILDREN

Topic: Visually Impaired

Date: 1972

Author: Dorothy Bryan

Cost: $4.82 (1981)

Publisher: Computer Microfilm International
P.O. Box 190
Arlington, Virginia 22210

This basic guide for parents provides background information and facts about the very young child. It is designed to be used in conjunction with Preschool Learning Activities for the Visually Impaired Child.

Title: HEALTH PRECAUTIONS

Topic: Health & Safety

Publisher: Texas Dept. of Human Resources
Development Materials
Child Development Program 529-A
P.O.Box 2960
Austin, TX 78769

Date: 1977

Cost: $2.50 (1980)

Explains the importance of good daily routines such as handwashing and tooth brushing in preventing illness. It also discusses the value of health screenings in early identification of potential problems.

Title: HEARING AIDS AND YOU and
YOUR CHILD'S HEARING AID

Topic: Hearing Impairment

Date: 1976

Author: Helen Craig, Valerie Sins, and
Sandra Rossi

Cost: 1) $3.95 (1980)
2) $2.50 (1980)

Publisher: Dormac, Inc.
Box 752
Beaverton, Oregon 97705

Developed at the Western Pennsylvania School for the Deaf. Either of these booklets provide an excellent explanation of hearing aids. Hearing Aids and You is written for children and Your Child's Hearing Aid is for parents.

Title: HEARING LOSS - HOPE THROUGH RESEARCH

Topic: Hearing Impairment

Publisher: U. S. Government Printing Office
Washington, DC 20402

Date: 1976

Cost: $1.40 (1977)

Explains the types and causes of hearing loss and gives information on treatment and special training.

Title: HELPING THE CHILD WHO CANNOT HEAR — Topic: Hearing Impairment

Author Samuel Moffat — Date: 1972

Publisher: Public Affairs Committee, Inc.
381 Park Avenue
New York, NY 10016 — Cost: $.35 (1974)

For parents of children with hearing impairments. Emphasis is on the different educational training methods.

Title: HELPING THE SEVERELY HANDICAPPED CHILD: A GUIDE FOR PARENTS AND TEACHERS — Topic: Retardation

Date: 1979

Author: Phyllis Doyle, John Goodman, Jeffery Grotsky and LesterMann — Cost: $10.95 (1980)

Publisher: Baker and Taylor
Southeastern Division
Commerce, Georgia 30529

Written for parents of children with severe physical impairments and mental retardation, this book focuses on the practical concerns of parents in teaching basic self-help skills. Information is also included on public school services.

Title: HELPING YOUR HANDICAPPED CHILD — Topic: Cerebral Palsy

Author: George W. Patterson — Date: 1975

Publisher: Augsburg Publishing House
426 South Fifth Street
Minneapolis, MN 55415 — Cost: $2.95 (1975)

For parents. This book is part of the Religion and Medicine Series. Based on a study to determine needs of parents with cerebral palsied children.

Title: HOW TO BUILD SPECIAL FURNITURE AND EQUIPMENT FOR HANDICAPPED CHILDREN — Topic: Activities

Date: 1974

Author: Ruth B. Hofmann — Cost: $6.50 (1976)

Publisher: Charles C. Thomas
301-327 East Lawrence Ave.
Springfield, IL 62717

A guide for building equipment for physically handicapped children. Includes designs for several types of special equipment so that children with orthopedic problems can sit, stand, crawl, and exercise. Photos and directions are clearly written and usually diagrammed.

Title: HOW TO'S ON DRESSING AND FEEDING — Topic: Cerebral Palsy

Publisher: United Cerebral Palsy Assn.
66 East 34th St.
New York, NY 10010 — Date: 1976
Cost: $.20

An excerpt from Handling the Young Cerebral Palsied Child at Home. It offers specific suggestions on dressing, feeding, and dental care.

Title: INSIGHTS FROM THE BLIND — Topic: Visually Impaired

Author: Selma Fraiberg — Cost: $11.95

Publisher: Basic Books, Inc.
10 East 53rd St.
New York, N.Y. 10022

Fraiberg has written a description of her research into the learning of young blind children. She explains the learning problems children have because of the absence of sight as a sensory mode. A thorough reading also provides insight into the psychological and emotional development of the blind child. Programs and activities that were used in working with specific blind children are described. The emotional problems of parents, specifically mothers, in adjusting to a blind child are described.

Title: IS YOUR CHILD BLIND? — Topic: Visual Impairment

Publisher: American Foundation for the Blind
15 West 16th St.
New York, NY 10011 — Date: 1973
Cost: Free

General advice and encouragement to parents who have recently learned that their young child is blind.

Title: I THINK I CAN — Topic: Biographies

Author: William Breisky — Date: 1974

Publisher: Doubleday and Company
501 Franklin Avenue
Garden City, NY 11530 — Cost: $6.95 (1975)

The story of the recovery of Karen, a two-year-old struck suddenly blind and mute by a brain injury as told by her father.

Title: MAINSTREAMING PRESCHOOLERS
(series of manuals)

Topic: Handicaps

Date: 1978

Author: Contract Research Corp.

Cost: $2.50 ea. (1978)

Publisher: Superintendent of Documents
U.S. Government Printing Office
Washington, D. C. 20402

This series of paper-back books on mainstreaming preschool handicapped children was developed for the Administration for Children, Youth and Families, Head Start Bureau, by Contract Research Corporation. Books in this series address the areas of Emotional Disturbance, Health Impairments, Hearing Impairments, Physical (Orthopedic) handicaps, Speech and Language Impairments (Communication Disorders), Visual Handicaps, and Learning Disabilities. The books are 8½ x 11 in size, approximately 130 pages in length, and are written with a minimum of technical terminology.

Title: MEDICAL PROBLEMS

Topic: Health & Safety

Publisher: Texas Dept. of Human Resources
Development Materials
Child Development Program 529-A
P.O.Box 2960
Austin, Texas 78769

Date: 1977

Cost: $2.50 (1980)

Describes signs and symptoms of illness such as heat rash and chicken pox. It also discusses more serious illnesses such as diabetes.

Title: NEUROPSYCHOLOGICAL FUNDAMENTALS IN LEARNING DISABILITIES

Topic: Language/Learning Disabilities

Author: Julio B. deQuiros, and Orlando L. Schrager.

Audience: Professional (Background in language or physical therapy helpful)

Publisher: Academic Therapy Publications
P.O.Box 899, 1539 Fourth St.
San Rafael, Calif. 94901

Date: 1978

Cost: $18.50

The authors create new meanings for terms in current use to describe learning problems. They also develop an interesting and valuable interpretation of how children acquire language and learning. A neurological approach is presented.

Title: OUR BLIND CHILDREN: GROWING AND LEARNING WITH THEM

Topic: Visual Impairment

Date: 1977

Author: Berthold Lowenfeld

Cost: $13.50 (1979)

Publisher: Charles C. Thomas
301-327 E. Lawrence Ave.
Springfield, Ill. 62717

This is an updated version of a classic book for parents (and teachers) Factual information, teaching self-help skills, attitudes, common questions, and other areas are described in clear, understandable terms.

Title: PARENT EFFECTIVENESS: HELPING YOUR CHILD ACHIEVE BETTER LANGUAGE AT HOME

Topic: Hearing Impairment

Date: 1975

Author: Joanne Schwartzberg

Cost $.75 (1982)

Publisher: Alexander Graham Bell
Association for the Deaf
3417 Volta Place, N.W.
Washington, D. C. 20007

Reprints of short articles focusing on family attitudes and how a child learns, includes ways to stimulate experiences and learning.

Title: PARENT-INFANT INTERVENTION: COMMUNICATION DISORDERS

Topic: Parent influence on infant language

Author: Audry Simmons-Martin and Donald R. Calvert

Audience: Language therapist, Parent Councelor

Publisher: Grune & Stratton, Inc.
111 Fifth Avenue
New York, NY10003

Date: 1979

Cost: $15.00 (Approx.)

This volume summarizes proceedings from the International Conference on Parents and Young Children. Ira Grodon, Burton White, Van Uden, Bernard Friedlander, and Phyllis Levenstein are a few of the contributors. The focus of the book is on language training within the family constellation.

Title: PLAY THE PERCEPTUAL MOTOR WAY

Topic: Handicaps - General

Author: Jeanne V. Ackerman

Date: 1975

Publisher: Special Child Publications
4535 Union Bay Place, N. E.
Seattle, WA 98105

Cost: $4.35 (1976)

Particularly helpful for children who have difficulty understanding their environment. Focus is on simple motor activities appropriate for preschool age children.

Title: PHYSICAL EDUCATION FOR BLIND CHILDREN

Topic: Visual Impairment

Author: Charles E. Buell

Date: 1974

Publisher: Charles C. Thomas,
East Lawrence Avenue
Springfield, IL 62717

Cost: $7.95 (1977)

A guide for parents, caregivers, and teachers who are educating a child with visual impairments.

Title: PRESCHOOL LEARNING ACTIVITIES FOR THE VISUALLY IMPAIRED CHILD, A GUIDE FOR PARENTS (ED 974 677)

Topic: Visual Impairment

Author: Instructional Materials Center, Ill. State Office of Public Instructions

Date: 1972

Publisher: Computer Microfilm International
Box 190
Arlington, Virginia 22210

Cost: $7.82 (1981)

Well-designed and clearly written book of home activities for parents to follow with their visually handicapped child. Activities are divided by ages, for three, four, and five year olds. Background information and facts for parents are in the manual, Guide for Parents of Preschool Visually Handicapped Children. These activities are also appropriate for young developmentally delayed children.

Title: TALKING BOOKS

Topic: Visual Impairment

Publisher: Division for the Blind
and Physically Handicapped
Texas State Library
Box 12929
Capitol Station
Austin, Texas 78711

Date: Varies

Cost: Loan-out materials

A variety of recorded books are available for blind and physically handicapped persons on a loan-out basis. A few of these are appropriate for preschoolers. Write or call for list of talking books for young children.

Title: TALK TO ME: HOW TO HELP YOUR BABY:
TALK TO ME: HOW YOUR BABY GROWS

Topic: Hearing Impairment

Date: 1977

Author: Jerome G. Alpiner, Carol F. Amon
Joy C. Gibson, and Patti Sheehy

Cost: $16.50 for first set

Publisher: Williams and Wilkins, Co.
P.O. Box 1496
Baltimore, MD 21203

Written for parents of hearing-impaired children under the age of three years, these companion books were developed at the University of Colorado Medical Center in Denver. How Your Baby Grows provides general information on child growth and development in the areas of motor ability, visual ability, social behavior, and speech, hearing, and language. How to Help Your Baby, focuses on everyday activities to stimulate speech and language development within the home.

Title: THE BABY EXERCISE BOOK:
THE FIRST FIFTEEN MONTHS

Topic: Activities and Toys

Date: 1973

Author: Dr. Janine Levy

Cost: $3.95 (1975)

Publisher: Pantheon Books
A Division of Random House
201 East 50th Street
New York, NY 10022

How to aid a child's growth by utilizing natural movements in young children.

Title: THE HUMAN SENSES

Topic: Sensory functioning

Author: Frank A. Geldard

Audience: Professional

Publishers: John Wiley & Sons, Inc.
605 Third Avenue
New York, N.Y. 10016

Date: 1972

Cost: $12.95 (1976)

A good basic text for learning about the neurological basis of the senses.

Title: THE MONTESSORI METHOD

Topic: Teaching Methods

Author: Maria Montessori

Audience: Professional

Publisher: Schocken Books, Inc.
New York, N.Y.

Date: 1969

Cost: $6.95

An excellent resource for ideas in sensory training and activity development for young pre-schoolers.

Title: THE WELL BABY BOOK

Topic: Child Development

Author: Mike Samuels, M.D. and
Nancy Samuels

Date: 1979

Cost: $9.95 (1981)

Publisher: Summitt Books
Simon and Schuster Bldg.
1230 Avenue of the Americas
New York, NY 10020

Based on his experience in a well-baby clinic and their combined interest in holistic health this book was written to help parents understand their babies better, worry less, and create patterns of health. The book discusses "creating health" at different stages in infancy, child development, and what parents can do, and information on treating illness - medical information, self-help, emergencies.

Title: WHY YOUR CHILD IS HYPERACTIVE

Topic: Learning Disabilities

Author: Ben F. Feingold

Date: 1975

Publisher: Random House
201 East 50th
New York, NY 10002

Cost: $7.95 (1975)

This book for parents claims that "hyperactive children can be helped--without drugs." A large section contains diet, menus, and recipes.

Title: WORDS FOR A DEAF DAUGHTER

Topic: Biographies

Author: Paul West

Date: 1974

Publisher: New American Library
1301 Avenue of the Americas
New York, N.Y. 1-019

Cost: $1.50 (1975)

In a "letter" to his daughter, the father of a deaf and brain-damaged girl details the slow progress of learning to talk.

References

The reference section is primarily for in-depth reading on a specific topic. Many of the references can be found in libraries. Think about staff needs and personal interests in selecting these materials.

Title: AUDITORY PERCEPTION

Author: Thomas Oakland
Fern C. Williams

Date: 1971 Format: Soft Back Manual Cost: $7.50 (1975)

Order: Special Child Publications
4535 Union Bay Place N. E.
Seattle, Washington 98105

Title: BLIND - PAMPHLETS

Date: Unknown Format: Pamphlet Cost: Free

Order: American Printing House for the Blind
1839 Frankfort Avenue
P.O.Box 6085
Louisville, KY 40206

Title: COMMENTS ON SEMINOLOGY FOR THERAPY IN VESTIBULAR DISORDERS

Author: Orlando L. Schrager

Date: 1975 Format: Paper Cost: Unknown

Order: Continuing Education Programs of America
Division of Innovation & Development
P.O.Box 52
Peoria, Illinois 61650

Title: EARLY DEVELOPMENTAL HAZARDS: PREDICTORS AND PRECAUTIONS

Author: Frances Horowitz,Ed.

Date: 1978 Format: Hard Cover Cost: $10.95 (1980)

Order: Westview Press
5500 Central Avenue,
Boulder, Colorado

Title: EFFECTS OF GENETIC VESTIBULAR DEFECTS ON BEHAVIOR RELATED TO SPATIAL ORIENTATION AND EMOTIONALITY

Author: Robert J. Douglas
Geoffrey M. Clark
Lawrence C. Erway
David G. Hubbard
Charles G. Wright

Date: 1979 Format: Journal Cost: Unknown

Order: Journal of Comparative and Physiological Psychology
1979, Vol. 93, No. 3, 467-480
Reprints Available:
Robert J. Douglas
Psychology Department NI-25
University of Washington,
Seattle, Washington 98105

Title: FINAL REPORT FOR 1974-1975 PRESCHOOL HEARING IMPAIRED PROJECT: A WORKING MANUAL OF DETAILED CURRICULAR ACTIVITIES AND DIAGNOSTIC EVALUATION TECHNIQUES IN A HOMEBOUND INSTRUCTIONAL SETTING. NARRATIVE EVALUATION REPORT. PROJECT No. 48-04072-46-380 (PART B, EHA TITLE VI) PARENT INFORMATION AND EDUCATION FOR THE HEARING IMPAIRED

Author: Robert H. Leiss

Date: Sept. 1975 Format: Final Report Cost: EDRS Price MF $.76
H.C. $5.70 plus postage

Order: Montgomery County,
Intermediate Unit 23
Blue Bell, Pa.

Title: GAMES WITHOUT WORDS

Author: Sydney Wolff and
Caryl Wolff

Date: 1974 Format: Soft Cover

Order: National Society for Autistic Children
Bookstore Publications and Materials
169 Tampa Avenue
Albany, New York 12208

Cost: $8.75 (1976)

Title: HANDBOOK OF PRESCHOOL SPECIAL EDUCATION

Author: Allen A. Mori and Jane Ellsworth Olive

Date: 1980

Format: Hard Back

Cost: $39.95 (1982)

Order: Edmark Associates
P.O. Box 3903
Bellevue, WA 98009

Title: HANDLING THE YOUNG CEREBRAL PALSIED CHILD AT HOME

Author: Nancie R. Finnie

Date: 1974

Format: Book

Cost: $4.95

Order: E. P. Dutton
New York, N.Y.

Title: HEARING AIDS AND YOU

Author: Helen B. Craig
Valerie A. Sins
Sandra L. Rossi

Date: 1976

Format: Soft Cover

Order: Dormac, Inc.
Box 752
Beaverton, Oregon 97005

Cost: $3.95 (1977)

Title: HOW CAN I MAKE WHAT I CANNOT SEE?

Author: Shiro Fukurai

Date: 1969

Format Hard Cover

Cost: $5.95

Order: Van Nostrand, Reinhold Publishing Co.
450 West 33rd Street
New York, New York 10001

Title: INFANT EDUCATION: A GUIDE FOR HELPING HANDICAPPED CHILDREN IN THE FIRST THREE YEARS

Author: Bettye M. Caldwell
Donald J. Stedman, Editors

Date: 1977

Format: Soft Cover

Cost: $8.95 (1977)

Order: Walker and Company
720 Fifth Avenue
New York, NY 10019

Title: INTERDISCIPLINARY PROGRAMMING FOR INFANTS WITH KNOWN OR SUSPECTED CEREBRAL DYSFUNCTION. REPORT OF AN INTERDISCIPLINARY CONFERENCE

Author: Gene Hensley, Virginia W. Patterson,Ed.

Date: 1970

Format: Papers

Cost: EDRS MF-$.50 HC $5.45 (ED 943979)

Order: Western Interstate,
Commission for Higher Education
Boulder, Colo.

Title: IS YOUR CHILD BLIND?

Author: Not stated

Date: 1973

Format: Pamphlet

Cost: Free

Order: American Foundation for the Blind
15 West 16th Street
New York, NY 10011

Title: MAINSTREAMING PRESCHOOLERS: CHILDREN WITH ORTHOPEDIC HANDICAPS

Author: Shari Stokes Kieran
Frances Partridge Connor
Caren Saaz von Hippel
Sherry Harris Jones

Date: 1979

Format: Paper BAck

Cost: $2.50 (1979)

Order: Supt. of Documents
U. S. Government Printing Office
Washington, D. C. 20402

Title: MEDICATION EFFECTS IN HANDICAPPED PRESCHOOL CHILDREN

Author: Rune J. Simeonsson
Nancy E. Simeonsson

Date: July 1981

Format: Article

Cost: $38.00 per yr.,
Single copy $12.50

Order: Topics in Early Childhood
Special Education 1:2
Assessing the Handicapped Preschooler
Aspen Systems Corp.
1600 Research Blvd.
Rockville, Md. 20850

Title: NO-NONSENSE NUTRITION FOR YOUR BABY'S FIRST YEAR

Author: Jo-Ann Heslin
Annette B. Natow
Barbara C. Raven

Date: 1978 Format: Soft Back Cost: $2.95 (1979)

Order: Bantam Books, Inc.
666 Fifth Ave.
New York, N.Y. 10103

Title: PHYSICALLY HANDICAPPED CHILDREN
A MEDICAL ATLAS FOR TEACHERS

Author: Eugene E. Bleck
Donald A. Nagel, Editors

Date: 1975 Format: Hard Cover Cost: $18.50 (1979)

Order: Grune and Stratton
111 Fifth Avenue
New York, N.Y. 10003

Title: PRINCIPLES AND METHODS OF ADAPTED PHYSICAL EDUCATION AND RECREATION

Author: Daniel D. Arnheim
David Auxter
Walter C. Crowe

Date: 1977 Format: Hard Cover Cost: $19.95 (1978)

Order: The C. V. Mosby Company
11830 Westline Industrial Drive
St. Louis, Missouri 63141

Title: SENSORI-MOTOR INTEGRATION
Sensory Dysfunction in Children Who Toe Walk

Author: Patricia Montgomery
Jan Gauger

Date: 1978 Format: Journal Cost: Unknown

Order: Physical Therapy
Vol. 58, No. 10
Hewlett-Packard Co.
Palo Alta, CA 94302

Title: THE SILENT ART OF COMMUNICATING

Author: Pamela Unroe Moos

Date: 1978 Format: Journal Cost: $1.50 (1978)

Order: Lions International
300 22nd St.
Oak Brook, Illinois, 60570

Title: SPECIAL EDUCATION FOR THE EARLY CHILDHOOD YEARS

Author: Janet Lerner
Carol Mardell-Czudnowski
Dorothea Goldenberg

Date: 1981 Format: Book Cost: $18.95 (1981)

Order: Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07632

Title: STRATEGIES FOR TEACHING SEVERELY-PROFOUNDLY HANDICAPPED INFANTS AND YOUNG CHILDREN

Author: Doris Rosen-Morris
E. George Sitkel

Date: December 1981 Format: Journal - Volume 4 Cost: $8.00 Single Copy
Division Members-
Free with membership.

Order: Journal of the Division for Early Childhood
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Title: TALK TO ME: HOW TO HELP YOUR BABY

Author: Jerome G. Alpiner
Carol F. Amon
Joy C. Gibson
Patti Sheehy

Date: 1977 Format: Soft Cover Cost: $16.50 (1978)

Order: Waverly Press, Inc.
Mt. Royal and Guilford Avenues
Baltimore, Md. 21202

Title: TALK TO ME: HOW YOUR BABY GROWS

Author: Jerome G. Alpiner
Carol F. Amon
Joy C. Gibson
Patti Sheehy

Date: 1977 Format: Soft Cover Cost: $16.50 (1978)

Order: Williams and Wilkins
P.O. Box 1496
Baltimore,Maryland 21203

Title: TEACHING PLANS FOR HANDICAPPED CHILDREN

Author: Franz Morgenstern

Date: 1981 Format: Hard Cover Cost: $11.95

Order: Richard Clay Ltd.
The Chaucer Press
Bungay, Suffolk
England

Title: TOILET TRAINING: HELP FOR THE DELAYED LEARNER

Author: Ohio State Research Foundation

Date: 1978 Format: Book Cost: $6.00

Order: McGraw-Hill Book Co.
1221 Avenue of the Americas
New York, New York, 10020

Title: YOUR CHILD'S HEARING AID

Author: Helen B. Craig
Valerie A. Sins
Sandra L. Rossi

Date: 1976 Format: Soft Cover Cost: $2.50 (1977)

Order: Dormac, Inc.
P.O.Box 752
Beaverton, Oregon 97005